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A STUDY OF THE  
GROWTH OF THE GUIDANCE PROGRAM  
IN THE  
AIR FORCE RESERVE OFFICERS' TRAINING CORPS

by

GEORGE H. KOEHLER

B. A. Willamette University, 1933

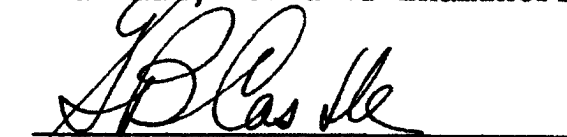
Presented in partial fulfillment of the requirements  
for the degree of Master of Education

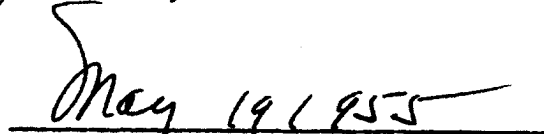
MONTANA STATE UNIVERSITY

1955

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## CHAPTER I

### THE PROBLEM

Statement of the problem. The purpose of this study is to trace the history and make an evaluation of the guidance program within the Air Force Reserve Officers' Training Corps.

Significance of the problem. Military preparedness in the United States today is accepted as a necessity. On the question as to how military preparedness shall be maintained, there is considerable difference of opinion. Regardless of the exact allocation of military resources between navy, army, and air, it is apparent that for a long time to come the United States will be obliged to have a large Air Force.

Each year, thousands of young men must be trained to officer this Air Force. Only a small percentage of officers can be trained at the Air Force Academy and Officers' Candidate Schools; the vast majority must come from the Air Force Reserve Officers' Training Corps in civilian colleges and universities.

The time given to AFROTC training in the college program is very small. During the four years of college, a total of 480 academic hours is allowed for AFROTC training. Yet, when a student graduates from college he is

called to active duty. Consequently, the AFROTC program must be effective; the security of our nation can not afford it to be otherwise.

Since the AFROTC program is scheduled to produce eighty per cent of newly commissioned Air Force officers, most of whom will complete flying training after graduation, it would appear they should be well informed prior to leaving college on the possibilities of an Air Force career. However, figures show that ninety per cent of AFROTC graduates separate from the Air Force after two years of service. In 1952, it was discovered that only twelve per cent of the graduating class of all ROTC colleges in the United States made application for flying training. This shows that there is a necessity for a strong motivated program of guidance necessary in the AFROTC colleges if we plan to fulfill the mission set up for this program.

Assumptions. It is assumed that the present curriculum is valid in giving the student the best background for active duty. Also, it is assumed that any directive, brochure, letter, or other communication from higher headquarters is sound and will be followed in the detachment in the best interest of fulfilling the mission of the AFROTC.

Limitations. This study is limited to the growth and history of the AFROTC and to the directives concerning specific instructions on guidance. The writer is aware that certain weaknesses may exist in the execution of orders

carried out by the Professor of Air Science in the detachments relative to directives received from higher headquarters.

Methods of procedure and sources of data. The history of the AFROTC program will be described from its inception in the United States by tracing it through its growth, through the various commands to the present time. Contrast will be made as to curriculum content and guidance directives from one command through the directives issued by the Air University, which now commands the program.

Data for this study have come from the following sources: Air Force Regulations, Continental Air Command Letters and Regulations, Air University Regulations, Letters, and Memorandum, and publications listed in the bibliography.

Definition of terms. It is customary in official and unofficial publications of the Military Establishment to refer to the Reserve Officers' Training Corps units in civilian institutions as ROTC units. This designation will therefore be found in this professional paper.

## CHAPTER II

### BRIEF HISTORY OF THE AIR FORCE ROTC

Post-war to 1946. As early as 1783, Governor De Witt Clinton of New York, when asked by General Washington for his views on the future defense of the Republic, recommended military training in colleges and schools.

In 1819, The American Literary, Scientific, and Military Academy (now Norwich University) was founded by Captain Alden Partridge, a former Superintendent of the United States Military Academy. During the next forty years, several additional military colleges were established, among them the Virginia Military Institute and the Citadel, Charlestown, South Carolina.

During the early days of the Civil War, the military reverses suffered by the Union armies staggered the North, which was wholly unprepared for war. To guard against a recurrence of this condition, the Congress in July, 1862, enacted the Morrill or Land Grant Act, which is the foundation of the whole ROTC program. A leading purpose of the Act was to facilitate the establishment in every state of at least one college in which military tactics would be taught, so that in time there would be citizens familiar with the principles of military science. Subsequent legislation authorized the details of officers and enlisted men, and the issue of rifles,

uniforms, and other arms and equipment to land-grant colleges and to other institutions volunteering to offer military training to men students attending such colleges.

By the outbreak of World War I in 1914, government-aided military training was being conducted in fifty land-grant colleges, thirteen other institutions of collegiate rank, and forty-one essentially military preparatory schools. In a general reorganization of the military establishment in 1916, the Congress enacted the original National Defense Act. On recommendation of the War Department and leading civilian educators, provisions were included in the Act for the establishment of the Reserve Officers' Training Corps as the source of officers for the newly authorized Officers' Reserve Corps.

During the 1916-17 school year, the Army ROTC programs were established at sixty-two collegiate institutions with a student enrollment of more than 40,000. In 1918, the ROTC was temporarily suspended in favor of the Students' Army Training Corps; but operations were resumed in the Fall of 1919.

In 1920, the Air Corps (then Air Service) ROTC units were established at the University of California (Berkeley), University of Illinois, Massachusetts Institute of Technology, Georgia Institute of Technology, and the University of Washington; and, in 1923, New York University added ROTC training. Beginning in 1932, these units were closed down

for budgetary and other reasons, the last unit being discontinued in 1935.<sup>1</sup>

During the period 1935 to 1946, no Air ROTC units were in existence on any college campus. The Air Corps was under the jurisdiction of the Army and the Army considered the airplane an auxiliary weapon of armies and thought of it in terms of ground strategy only. For this reason, the Army did not consider it necessary to train Air Corps cadets in an ROTC program. However, World War II proved that the airplane was more than a ground weapon. This caused the Army to change its thinking and reopen Air Corps ROTC units.

Air Force ROTC under Continental Air Command from 1946 to 1952. In 1946, the Army Air Forces reentered the ROTC field, activating air units at seventy-eight institutions. Additional air units were opened in 1947 and 1948. During this time, all of these units were under the control and supervision of the Army.

In 1947, the National Security Act was passed, which provided for an independent Air Force, the result being that the AFROTC responsibility was changed from the Army to the Air Force. The control and supervision of the AFROTC was transferred first at the command level and by July 1, 1949, was to be complete at the institutional level. The

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<sup>1</sup> Price D. Rice, History and Development of the AFROTC Program, (Masters' Thesis, The American University, Washington, D.C., 1951), p. 15.

responsibility of supervising was given to the Continental Air Command, As such, it initiated many policies concerning the AFROTC program. Headquarters USAF exercises over-all supervision of the AFROTC program and reserves to itself the broad policy-making functions, high level coordination within the Department of Defense, and contacts with educational institutions and societies.<sup>2</sup>

When the Air Force took command of the AFROTC program, the curriculum was completely revised. The decision was made to have the texts as versatile as possible, presenting the latest available material. Civilian educators as well as technical specialists from the various technical schools in the Air Force worked together in formulating texts and in planning the organization and arrangement of the curricula of the various courses. The result was a program of studies as indicated in Table 1 and 2. The curriculum was made up of general and specialized subject matter; the general subjects were taught in all units, whereas only part of the specialized training was given in any one institution. The specialized training was organized in seven career fields as follows: Administration, Armament, Logistics, Comptroller, Communication, Aircraft Maintenance and Engineering, and Air Installation. Insofar as was possible, the career options were placed among the colleges so as to

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<sup>2</sup> Air Force Manual 45-2, 1 October 1950, Institutional Phase AFROTC Program, p. 9.

TABLE I

CURRICULUM FOR AIR RESERVE OFFICERS' TRAINING CORPS  
UNDER CONAC. 1949-1952

AIR SCIENCE I		HOURS
a.	Leadership, Drill and the Exercise of Command	30
b.	Introduction to Military Science	45
	1. Military Organization	4
	2. Military Policy of the United States	
	The National Defense Act and the ROTC	6
	3. Evolution of Warfare	6
	4. Maps and Aerial Photography	15
	5. Military Psychology and Personnel Management	8
	6. First Aid and Hygiene	6
c.	Elements of National Power	15
	1. Geographical Foundations of National Power	6
	2. Military Problems of the United States	5
	3. Military Mobilization and Demobilization	4
TOTAL		90
AIR SCIENCE II		HOURS
a.	Leadership, Drill and the Exercise of Command	30
b.	Orientation	3
c.	Introduction to Applied Air Power	27
	1. Aerodynamics and Propulsion	9
	2. Weather and Navigation	9
	3. Applied Air Power	9
d.	Field of Specialization	30
TOTAL		90
AIR SCIENCE III		HOURS
a.	Leadership, Drill and the Exercise of Command	30
	1. Voice and Command	5
	2. Psychology of Leadership	10
	3. Field Laboratory for Leadership	15
b.	Orientation	3
c.	Logistics	10
d.	Air Operations	17
e.	Field of Specialization	90
TOTAL		150



TABLE II

CURRICULUM FOR AIR RESERVE OFFICERS' TRAINING CORPS  
UNDER CONAC. 1949-1952

AIR SCIENCE IV		HOURS
a.	Leadership, Drill and the Exercise of Command	30
	1. Voice and Command	3
	2. Officer Development	12
	3. Field Laboratory for Leadership	15
b.	Orientation and Processing	4
c.	Applied Fields of Officer Orientation	66
	1. Military Administration	12
	2. The Inspector General	5
	3. Military Teaching Methods	10
	4. Military Law and Boards	14
	5. Air Force Management	20
	6. Career Development	5
d.	Field of Specialization	<u>50</u>
TOTAL		150

CAMP TRAINING

Students will attend one summer camp of six weeks duration at the end of the junior year of college. The training program is indicated below:

a.	Processing and Orientation	40
b.	General Military Training	92
	1. Leadership, Drill and the Exercise of Command	16
	2. Physical Training	16
	3. Weapons and Marksmanship	28
	4. Field Training	20
	5. Organization and Functions of an Air Force Base	12
c.	Specialized Training	100

allow the maximum number of students to receive training in one of the Air Force specialties, which corresponded to their academic major. Thus, a large college with a strong engineering school would be the proper location for the Aircraft Maintenance and Engineering career option; and, in an institution which had a strong business administration school, the proper career option would be the Administrations and Logistic field.

At the time the Air Force took over the AFROTC program under the seven career training program, it was intended that the student could enter one of these options consistent with his academic field; and, while he was completing his college academic studies, he would be specialized according to Air Force purpose in one of the option areas. Following graduation and commissioning, he could then enter active duty and proceed straight to a job in the Air Force for which he had just received two years of specialized training. The majority of students training under this curriculum would be of the scientific and technical type which was then determined to be the primary Air Force requirement in developing the new Air Force of the jet age with its complicated weapons system. The aviation cadet program was still charged with procuring the majority of pilot trainees. In 1951, a flight career option was added to the curriculum in various schools throughout the United States; and the AFROTC program became completely diversified in its selection and training of potential Air Force officers. In 1952, it was determined that

the specialized career option curriculum had failed in two respects:<sup>3</sup>

a. It failed to give the type of training that would enable a Second Lieutenant to go immediately into a job situation in the Air Force upon graduation.

b. It failed to give sufficient officer-type training which would qualify a graduate to serve as an effective junior officer and leader in the Air Force. Therefore, it was found that the Air Force was getting neither a qualified officer nor a specialist from the specialized career option curriculum.

While this empirical operation of a specialized curriculum was going on, it was found that only twelve per cent of those graduating from AFROTC were applying for flight training. Four important decisions were made as a result of these findings:<sup>4</sup>

a. The AFROTC program was expected to be the primary source of rated officers in the Air Force.

b. A new generalized curriculum was directed for the AFROTC program with the objective of providing a general military education instead of the specialized options.

c. Skilled training was to be centered in the regular

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<sup>3</sup> Letter, Headquarters AFROTC, Subject: A Motivation for AFROTC Cadets, dated 29 April 1953.

<sup>4</sup> Ibid.

Air Force training establishments when the AFROTC graduate entered on active duty.

d. Selection criteria must be invoked upon those cadets entering the advanced course to insure their qualifications for skilled training requirements following graduation. Further, intention to apply for skilled training should be made upon entry into the advanced program. By these decisions, the re-orientation of the AFROTC program was accomplished.

Air Force ROTC from 1952 to present. As the Air Force gained experience in the AFROTC and other educational programs, the unique feature of the AFROTC and the obvious necessity for its complete integration with other programs of higher education became increasingly apparent. On August 1, 1952, the AFROTC was transferred from the Continental Air Command to Air University. Immediately, a new curriculum was inaugurated in the various civilian educational institutions - see Table 3, page 13 for contents. All specialized courses in the old curriculum such as: aerodynamics and propulsion, administration, transportation, supply, aircraft maintenance, instruments, inspector general, food service, air comptroller, principles of flight, and military publications were discontinued. Air Force experience indicated that a general basic training is better than a specialized program. The necessary specialized training can be given more efficiently in Air Force schools after the student has been commissioned.

TABLE III

CURRICULUM FOR AFROTC UNDER AIR UNIVERSITY  
1954-55

AIR SCIENCE I		HOURS
a.	Leadership Laboratory, Basic Drill	30
b.	Introduction to AFROTC	4
c.	Introduction to Aviation	16
d.	Fundamentals of Global Geography	10
e.	International Tensions and Security Organizations	15
f.	Military Instruments of National Security	15
TOTAL		90
AIR SCIENCE II		
a.	Careers in the USAF	6
b.	Moral Responsibility of AF Leaders	1
c.	Introduction to Aerial Weapons	3
d.	Targets	6
e.	Weapons	14
f.	Aircraft	10
g.	Bases	6
h.	Operations	14
i.	Leadership Laboratory	30
TOTAL		90
AIR SCIENCE III		
a.	Introduction to Advanced AFROTC	2
b.	Air Force Commander and Staff	8
c.	Creative Problem Solving	20
d.	Communications	25
e.	Instructing in the Air Force	10
f.	Military Justice System	15
g.	Air Navigation	15
h.	Weather	15
i.	Air Base Functions	10
j.	Leadership Laboratory	30
TOTAL		150
AIR SCIENCE IV		
a.	Career Guidance	4
b.	Moral Responsibility of AF Leaders	1
c.	Leadership and Management Seminar	40
d.	Military Aviation and Evolution of Warfare	20
e.	Military Aspects of World Political Geography	45
f.	Briefing for Commissioned Service	10
g.	Leadership Laboratory	30
TOTAL		150

In the new curriculum, an effort has been made to achieve proper balance between horizontal and vertical integration, to generate in the student as early as possible a positive interest in the Air Force ROTC and in the Air Force, and to maintain that interest throughout the course. Whenever possible, spiral arrangement of material was utilized to first, inculcate fundamental concepts and later, a more refined grasp of details and implications. The new curriculum makes a distinction, therefore, between the first two years and the last two years.

During the first two years, the material covered includes: details of the Air Force ROTC program, moral and legal obligations for military service, a general picture of the fundamentals of global geography, a discussion of the factors of world power and the nation's defense organization. Also, the course includes an analytical development of the subject of aerial warfare, which progresses from its essential elements (targets, weapons, aircraft, the air medium, bases and people) to techniques and procedures encountered in the USAF; a description of the USAF officer career program and of occupational fields open to an Air Force officer; and military drill.

During the last two years, the new curriculum attempts to develop, through student application, familiarity with those fields of knowledge which form a basic part of the professional training of the Air Force officer. The material

covered includes: the basic technical subjects essential to an understanding of military flying (navigation and weather), problem solving, communication processes and a study of the functioning of the Air Force Base. To complete his general professional background, the course includes: a description of world geography in the light of its military implication, an analysis of the foundations upon which national strength and military power are built, and a consideration of the art of war with emphasis on the role played by air power. To bring the student's personal development to the officer level, the course includes: an analysis of the art of leadership, a treatment of group relations, and extensive opportunity to practice the principles of leadership within the cadet corps activities, additional career guidance, and a personal briefing for commissioned service.

Also, the implementation of the new generalized curriculum and advanced course selection criteria, academic background, and potential skill qualifications will determine initial Air Force assignments rather than the military specialities as pursued in specialized options under the old curriculum. Hence, with skilled training following graduation, the AFROTC graduate will be able to undertake his military duties competent in these skilled areas essential to the Air Force and with the educational background and experience deemed necessary for the Air Force officer of today.

Administration of AFROTC program. After the National

Security Act of 1947 was passed which provided for an autonomous Air Force, the responsibility for the supervision of the Air ROTC was changed from the Army to the Air Force. The responsibility for supervising this program was given to the Continental Air Command, because the Continental Air Command had various Air Forces geographically scattered throughout the United States that could supervise this program. The organization for administration of this program is indicated in Figures 1 and 2, pages 17 and 18. Officers selected at the unit level were carefully screened for their college academic background as well as their military qualifications to assume command. Presently, the criteria for selection as Professor of Air Science are, among other requirements, as follows:<sup>5</sup> Regular Air Force or Reserves of the Air Force, rated or non-rated, major or above, college graduate, minimum of 30 years of age, ten years of active commissioned service and be acceptable to the institution. Other officers and airmen have less stringent requirements, but an officer generally should have a college degree. The tour of duty at an institution is three years. All officers, prior to reporting to the institution for duty, are sent to Maxwell Field, Alabama for an academic instructor's course of six weeks duration where they receive instruction in teaching methodology, curriculum construction, communications, and evaluation.

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<sup>5</sup> Air Force Regulation 35-80.



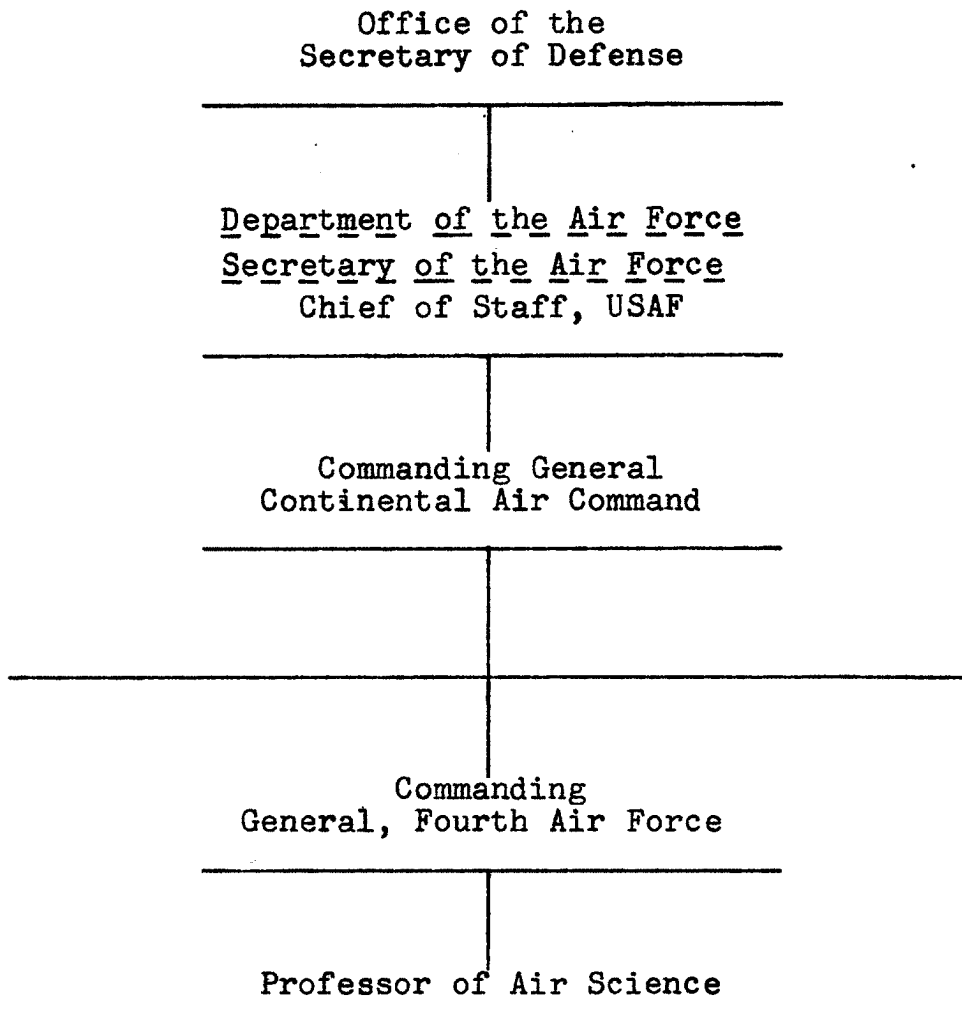


FIGURE 1

THE MILITARY CHAIN OF COMMAND OF AIR FORCE ROTC IN 1949

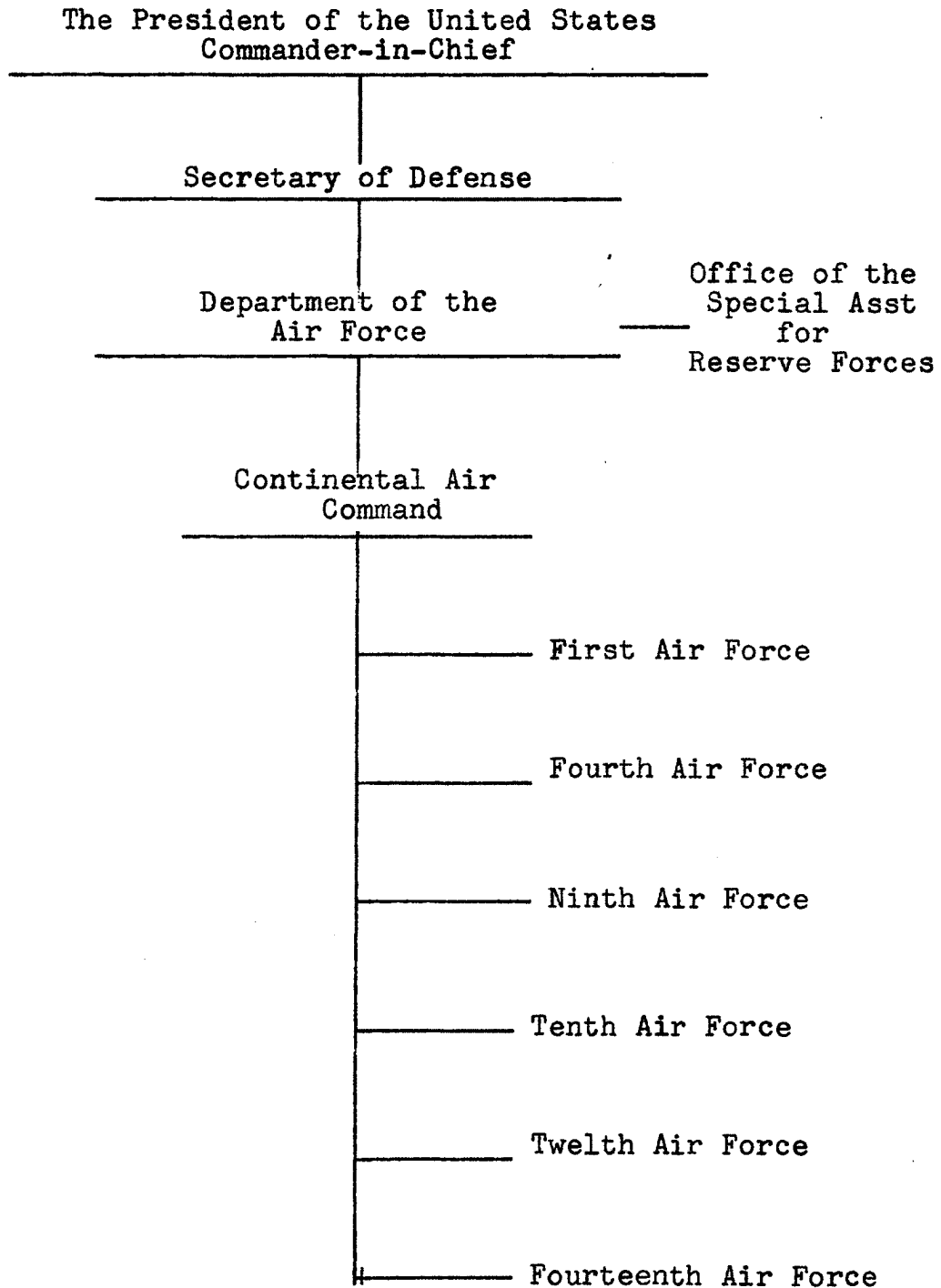


FIGURE 2

HEADQUARTERS CHANNELS ABOVE THE UNIT LEVEL EFFECTING  
AFROTC UNIT OPERATIONS IN 1949

Supervision of the program by higher headquarters takes the form of occasional visits, reports, and inspections. Under Continental Air Command, this was accomplished by a representative from the numbered Air Force in whose area the college was located.

In 1946, the Air University was established to provide a coordinated program of professional education for officers of the USAF within one integrated system of schools. The mission of the Air University is to function as an Air Force indoctrinal, educational, and research center. In 1952, the AFROTC program was transferred from the Continental Air Command and placed under the jurisdiction of Air University. For the first time in more than thirty years history, AFROTC affairs have been guided by a separate and distinct agency which has as its sole and complete responsibility the accomplishment of the AFROTC mission. Policy and program development, operations, administration, and inspections are channelled from headquarters AFROTC.

The United States is divided into ten regional areas and close institutional contact is maintained by ten travelling liaison groups. This insures a greater continuity of effort and more rapid resolution of problems arising in the field than was ever possible before. An examination of Figure 3 will reveal that even though this is a military organization, the unique feature about the command is its resident staff of civilian educational specialists.

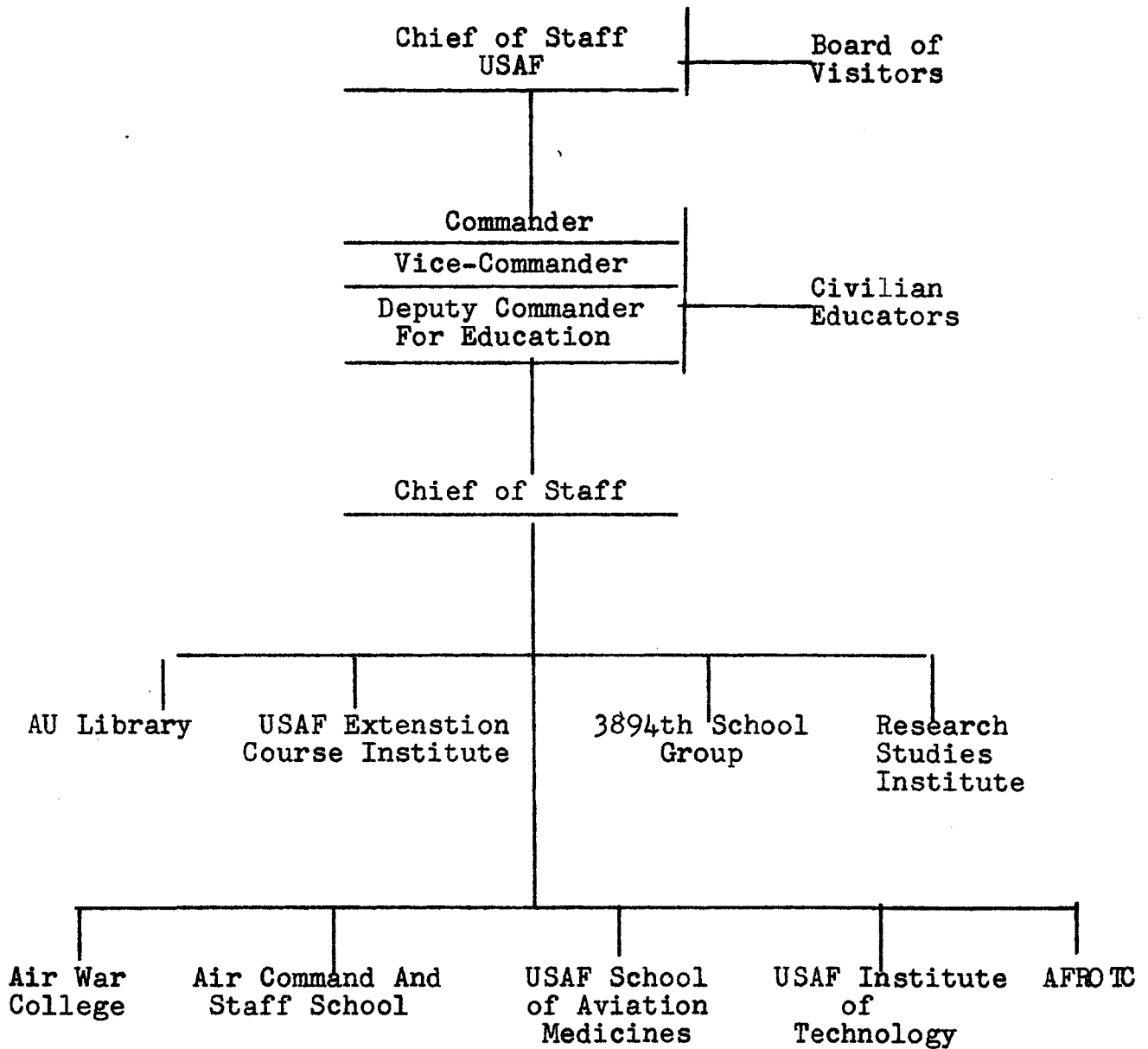


Figure 3

ORGANIZATION OF AIR UNIVERSITY 1955

These specialists, operating both in headquarters and in the schools, act as advisers on educational policy and procedure-particularly on organization, administration, curriculum, instructional techniques, and evaluation.

Further guidance on all phases of education and research is obtained from a group of outstanding civilian educators, comprising a Board of Visitors. This Board visits the Air University headquarters and schools once each year. The Board also evaluates the progress being made and recommends procedures for solving difficult problems.

The organizational pattern for the unit level is shown in Figure 4. The Professor of Air Science is responsible for organizing and administering his local detachment. Likewise, the curriculum comes down from higher headquarters - it is complete with lesson plans and lesson guides which break down the required subjects into a suggested number of instructional hours. The Professor of Air Science is allowed to deviate from the suggested allocation of time to accommodate to local conditions at the various institutions. Scheduling is left to each unit which arranges the program as may be necessary according to local conditions.

Participating in the AFROTC program at the time of this writing are 206 detachments located in colleges and universities in the United States, Puerto Rico, and Hawaii. There are presently 104,000 cadets in the program as well as 2,500 officers and airmen who are stationed at the various units.

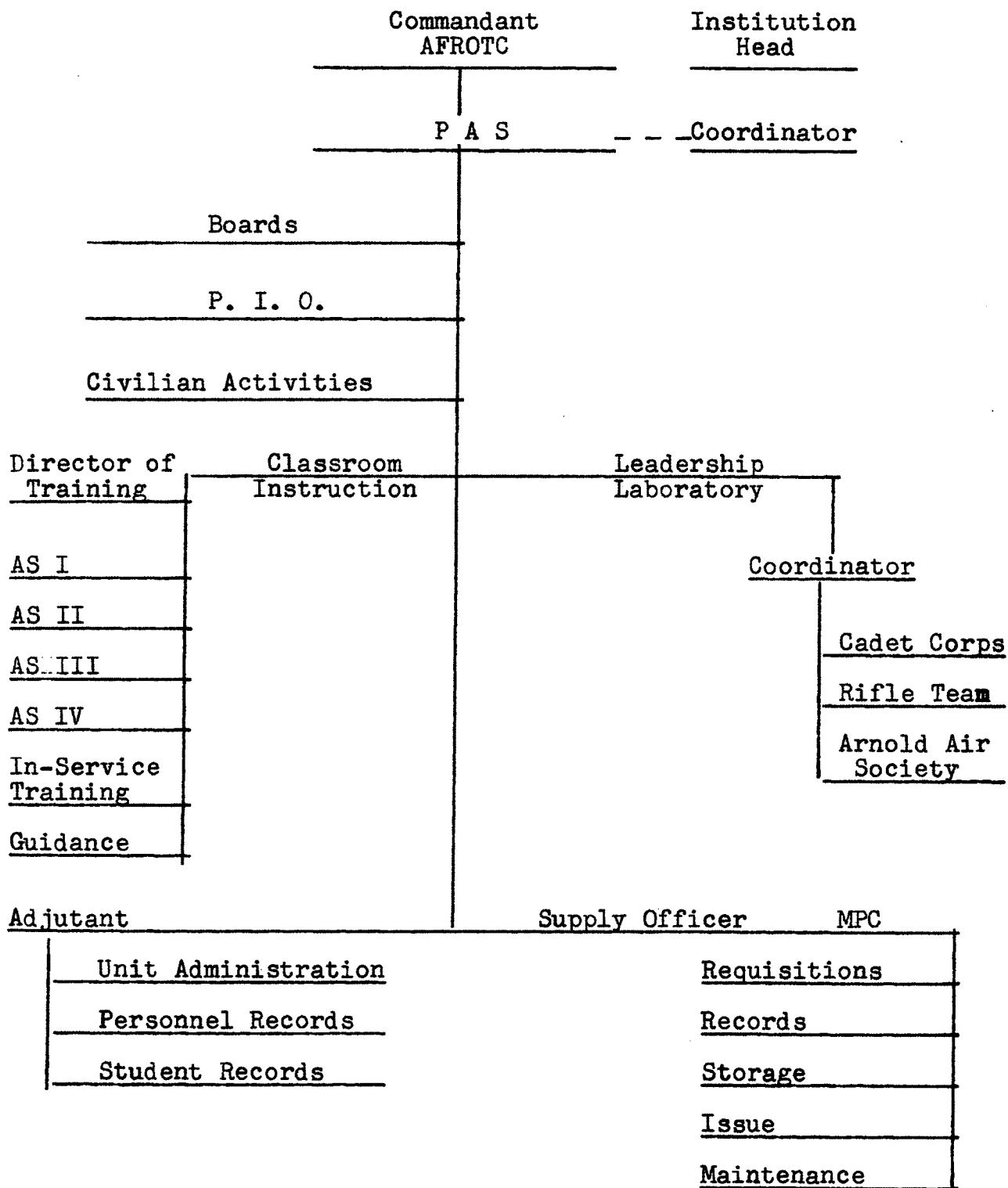


FIGURE 4

ORGANIZATIONS CHART AT THE UNIT LEVEL, 1954

### CHAPTER III

#### THE EVOLUTION OF GUIDANCE IN THE AFROTC PROGRAM

Guidance under Continental Air Command from 1946 to 1952. When Continental Air Command inherited the responsibility of the ROTC program in 1946, it was unperturbed over the task. The Air Corps was still under the Army, and the ROTC program in the colleges had been going a long time. Even though CONAC at this time was responsible for the Air Defense in the United States and also the keeper of Reserve records for all reserve officers in the Air Corps, CONAC began planning for the supervision of the ROTC program. This complacency was soon over, as in 1947, the Air Force became a service unto itself. Immediately, plans were made to break away from the Army and run the AFROTC with an Air Force philosophy. A new curriculum was devised with Air Force subjects; career options were placed in the schools; and more officers and airmen were detailed to the schools as instructors.

In going through the regulations, letters, and directives, no mention of the word guidance was found during the entire period CONAC supervised this program. Even though the word guidance per se is not used, many practices were followed that are sound guidance techniques.

Prior to the time that a student was admitted to AFROTC, he was given a physical examination to see if he could pass

the general service requirement. He was interviewed; and a general case history was written up on him covering such things as: education, nationality, birthplace and education of father and mother, occupation of parents, brothers and sisters, hobbies, and many other similar questions. No student was barred from admittance to the first two years of AFROTC instruction, but the case history was used as a guide for selection to advanced training.

Occupational information concerning a career in the Air Force was taught to seniors in a seven hour unit. Instructors were handicapped in this area, as the Air Force was new; and no single volume had been compiled giving this information on duties, job analysis, and related fields of work for either airmen or officers until 1951<sup>1</sup> and 1952.<sup>2</sup>

Drill periods were conducted throughout the year, and the student went to a six weeks summer camp. During this instruction, he was being watched by the officers and airmen. He was rated as to officer potential, leadership, ability to get along with other people, and several other items. During this period, he was called in for counsel several times and was told his strengths and weaknesses.

In any student-teacher relationship, there is bound to be some informal talking between the student and the

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<sup>1</sup> Air Force Manual 35-1, Warrant Officer and Airmen Classification, 1 Jan. 1951.

<sup>2</sup> Air Force Manual 36-1, Officers Classification Manual, 1 Jan. 1952.



teacher. This form of guidance, organized or not, happened every day in the AFROTC program.

Unfortunately, the Korean War Broke out in 1950, which meant that the need for manpower in the Air Force increased immediately. All ROTC graduates were called to active duty to remain on active duty a minimum of two years if they did not wish to make the Air Force their career. As the war continued, the need for pilots increased. In 1951, a flight operations option was put in the AFROTC program in an attempt to meet this need. However, upon examination two years later, only twelve per cent of all ROTC graduates went into flight training. Likewise, by 1952, large numbers of ROTC graduates who had served their two years separated from the service.

With the Air Force in this dilemma, it was decided to re-examine the AFROTC program. Air University was given the task of developing a new generalized curriculum, and a large number of civilian educators were hired to help in this task. On August 1, 1952, the AFROTC was transferred from CONAC to Air University.

Guidance under Air University. With the transfer of the responsibility of the AFROTC to the Air University many advantages were obtained.<sup>3</sup> This permitted consolidation and centralized control of the program and allowed more

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<sup>3</sup> Address by Brigadier General M. K. Deichelman to AFROTC Orientation Conference, 22 October 1952.

direct supervision of the academic aspects by qualified personnel. Also, all of the educational aids within the Air University were now available to the ROTC efforts.

Air University was fully aware that most of the Professors of Air Science and the officer instructors on the unit level were not professionally trained teachers. With this understanding, Air University began the process of revitalizing the AFROTC program by sending out to the units many useful aids, brochures, letters, and directives relative to sound educational practices.

On September 1, 1952, a guide book was sent to each unit.<sup>4</sup> This book was suggestive only and not directive in any sense. This guide covered such items as administration, evaluation, public relations, and guidance, to mention only a few. Specifically on guidance, it recommended that a guidance program be initiated in each unit, and that the Professor of Air Science along with the instructors use an open door policy and invite the students in for counseling.<sup>5</sup> No information was given as to how a guidance program should be set up. The Professor of Air Science had to work out the details in any way that he wished, or he could disregard the suggestion if he so desired.

As the Air Force was to obtain eighty per cent of its officers from the ROTC program, a method had to be

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<sup>4</sup> A Guide for Professors of Air Science, 1 September 1952, Air University.

<sup>5</sup> Ibid., p. 25.

devised to screen applicants for advanced ROTC training in addition to academic grades and subjective ratings given the student by the various instructors. To meet this need, Air University introduced the "Air Force Officer Qualifying Test Battery" in April, 1953. All sophomores who wished to take advanced training in ROTC had to take this test. The test is comparable to the American Council on Education test, but is much broader in scope.<sup>6</sup> The purpose of this test is to evaluate the personal characteristics (aptitudes and interests) which are important for officer performance and success in training pilots and observers. In addition, this test battery evaluates technical, verbal, and quantitative aptitudes, and interests to aid in counseling and classifying officers into the most suitable Air Force occupational fields. This test is still being used and is one of the most valuable tools the counselor has in gaining information about a student.

In September 1953, a new generalized curriculum was installed in all the AFROTC colleges and universities. This curriculum replaced the former seven option career program that had failed to produce trained specialists. An examination of the new curriculum reveals that a unit of career information was taught at the beginning of the sophomore year. This was done intentionally, so that the

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<sup>6</sup> Air Force Manual 35-8, Air Force Personnel Evaluation Manual, 1 July 1953.

student could become acquainted early in his college course with the duties normally discharged by a junior officer in those career fields which corresponded to his major field of study. Also, if a student really took an interest and wanted to make the Air Force his career, it was still early enough in his college work to plan his course accordingly. Attention is directed to the fact that again in the senior year a unit of career guidance was given. Here an attempt was made to tie in the academic background of the student with his possibilities in the Air Force and help him with the selection of the career which will make the most use of his academic preparation. This differs from the career instruction in the sophomore year in that the introduction was in relation to the Air Force careers, and was brought down to a personal basis of fitting the man to the job.

In September 1953, Headquarters AFROTC spent an entire week in an in-service education, leadership education, and guidance. The discussions of each panel were organized around the following points:

- a. Purpose and philosophy
- b. Past guide and other pertinent regulations
- c. Weaknesses and subject areas needing clarification
- d. Recommendations for improvement based on the ideas and research of the group
- e. Implementation

The panel on guidance set itself the task of

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<sup>7</sup> Letter AFROTC Headquarters, Subject: AFROTC In-Service Education, 10 November 1953.

examining the basic principles of counseling and guidance in order to set up a program which would give maximum guidance in the development of future Air Force officers. There was a general agreement as to the need for improving the guidance programs in detachments.

There should be a planned counseling and guidance program integrated into the educational program at each detachment. Every member of the teaching staff should take an active part in the program. Emphasis should be placed on the developmental aspects of the cadet as well as preventative and remedial guidance. The program should supplement, but not duplicate, those services on the campus.

That many weaknesses existed in the guidance programs of the AFROTC detachments was apparent. The programs were not well planned, particularly in the preventative counseling field. There was a serious lack of written material and guidance from headquarters in the fields of counseling and guidance. Nevertheless, with all this talk, the panel came up with some specific recommendations which would serve as minimum requirements for the Professor of Air Science in setting up a guidance program:

1. Decide, by authoritarian means if necessary, that the detachment is going to have a guidance program.

2. Survey facilities in the university that can be used in the guidance program.

3. Coordinate the AFROTC program with the college or the university. Be sure the philosophy of the university counseling and guidance program is understood.

4. Check referral sources - university chaplain, counselors, clinics, etc. Find out how to coordinate with them. Know the limitations of the AFROTC staff and make referral of students with serious problems.

5. Make a check of the AFROTC staff. Some of the instructors might have a background in guidance work.

6. Survey of physical facilities to see if space is available for guidance activities. A private office for individual counseling is desirable, but not necessary.

7. Provide for the program in the student curriculum, in order to establish the proper relationship between the staff and the students. Make the students aware of the program. Tell them how it is expected to benefit them, and to whom they may go for consultation. It might be well to have one officer responsible for a particular group of students.

8. Train your staff and help them develop an understanding of what is involved in guidance. Basically, successful training of the staff hinges on showing them that they have capabilities in this area. The possibility of obtaining help from the university in the training of the staff should not be overlooked.

9. Designate one officer in the detachment as guidance coordinator and encourage him to become more proficient in this field.<sup>8</sup>

These recommendations were sent out to units with a suggestion that the Professor of Air Science use these data to begin setting up a guidance program. Headquarters also stated that additional guidance information would be forthcoming as soon as it could be complied.

In December 1953, another letter on guidance was sent out by Headquarters to all the units.<sup>9</sup> Headquarters directed each Professor of Air Science to set up and maintain an

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<sup>8</sup> Ibid., p. 18.

<sup>9</sup> Letter, Headquarters AFROTC, Subject: Guidance Brochure, 14 December 1953.

aggressive, continuing guidance program for the AFROTC cadets in his unit. Also, each Professor of Air Science was to select one instructor with special competence in guidance to have charge of this program. This guidance specialist should work with all instructors in helping them develop a guidance point of view and the understanding that every contact with the cadets was a guidance situation. Attached to this letter was a long brochure on guidance which had been prepared to help the Professor of Air Science and all of his instructors in realizing their guidance responsibilities. This would help them understand their guidance functions as well as their limitations. Also, it suggested techniques which have proven helpful for instructor guidance workers.

Immediately upon receipt of this letter, the Professor of Air Science appointed the best qualified officer in his unit as chief of guidance. This officer not only had the responsibility to organize and set up a guidance program but also to train the other instructors. The method used by most units was to make this program on guidance their in-service training program. Instructors met weekly discussing not only the material found in the brochure but also did research in many guidance books found in the university library. Once the instructors were trained in the art of guidance, the detachments began to write unit regulations outlining the guidance procedures to be followed by each instructor. The readers attention is directed to the

regulation on guidance found at Montana State University.<sup>11</sup>

Since January 1954, headquarters has sent many articles on guidance to the units. Some are reprints from educational journals; others are original pieces of research, printed and sent out to the field.

In October 1954, Headquarters revised the original Professor of Air Science Guide. One notes with interest the large amount of space devoted to guidance information.<sup>12</sup> Guidance is not a separate duty to be performed by specialists but is an integral part of the educational process and is the concern of each instructor. Guidance may be classified into two types, preventative and remedial. "Preventative guidance" includes the day to day direction given the cadets and the interviews through which instructors and cadets become acquainted. "Remedial guidance" is the assistance given those who fail examinations or who continually refuse to follow approved procedures. Psychological problems or problems pertaining to other segments of college life are usually beyond the capacity of the AFROTC instructor to correct. He should refer such problems to the academic advisors and counselors and avoid becoming involved with them himself. The following are pertinent points that will help insure the best possible education for the individual

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<sup>11</sup> See appendix page 43.

<sup>12</sup> A Guide for Professors of Air Science, October 1954, Air University.



cadet:

1. The appropriate instructor should personally contact each advanced cadet and each Air Science II cadet who is interested in the advanced course at least once each semester to become acquainted with him. He must "know" the cadet if he is to plan developmental educational experiences for him.

2. Cadets should be encouraged to visit their instructors to discuss matters pertinent to the AFROTC program. Many detachments have found the "open door" policy effective.

3. Extend specific invitations to those cadets who need help with such obvious problems as:

- (a) Excessive demerits.
- (b) A low grade in an examination.
- (c) AFROTC grades not comparable to those received from other departments.
- (d) Obvious discrepancy between potential and output.
- (e) Obvious misfit (perhaps from lack of adjustment or misunderstanding).
- (f) Improper attitude.

4. If possible coordinate your program with that of the university counseling and guidance program.

5. Keep records of cadet interviews.

6. Refer remedial cases needing specialized assistance to those qualified to give the help needed.

7. Caution.

- (a) Do not schedule cadets for interview unless you have something to talk to them about. An examination, further information on a question asked in class, or an outside assignment are good openings for a get-acquainted meeting.
- (b) Do not attempt to settle problems between students and other school officials. Your job is Air Force ROTC, not running the college.
- (c) Don't disparage others to gain prestige with the cadet. It usually backfires.<sup>13</sup>

Ever since Air University has had the supervising

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<sup>13</sup> Ibid., p. 49.

responsibility of the AFROTC program, it has done an outstanding job in giving educational leadership. This is especially true in the field of guidance. Air University knew that unless there was a strong guidance program at the unit level, the results would be meager in comparison to what they could be if a good remedial and preventative guidance system was initiated. Each class on the unit level now has an adviser who is responsible for the guidance of those students under the supervision of one officer responsible for the entire program.

Classes are small in the advanced program now in comparison to what they were two years ago. This was brought about by the rigid selective criteria established. In order to get in the advanced program now, a student must pass a flight physical examination, pass the Air Force Officer Qualification Test, have a "C" or better in his two years of basic college work, and show a board of officers with faculty members that he has leadership qualities, officer potential, and a keen desire to become an Air Force Officer. With such a rigid hurdle to overcome, only the select few get into advanced AFROTC.

With this system in operation, one can easily see why a strong guidance system is necessary. Officers must watch for potential leaders in the basic course; they must motivate the students to the point of desiring advanced training. They must give counsel whenever needed and watch for the student that is falling off a little in his work. Once the student

is in the advanced course, guidance must continue until he graduates. By no other method can a strong Air Force of men strong both in mind and spirit be secured.

CHAPTER IV  
SUMMARY AND CONCLUSIONS

1. SUMMARY OF FINDINGS

Concerning the history of the Air Force ROTC the following points have been noted:

1. The ROTC program was born with the passage of the Morrill or Land-Grant Act in 1862.
2. The first Air Service ROTC units were opened in 1920, but were closed down again by 1935, because of budgetary limitations.
3. The Air Corps re-entered the ROTC program in 1946, opening units at seventy-eight colleges and universities.
4. The National Defense Act was passed in 1947 making the Air Force an independent service.
5. The Air Force ROTC program was under the supervision of the Continental Air Command from 1946 to 1952. In 1952 the responsibility was transferred to the Air University.

With respect to the evolution of guidance under Continental Air Command it was noted that:

1. The word guidance could not be found in any directive issued by the Continental Air Command.
2. Although directives were lacking, many sound guidance techniques were practiced. Case histories were made, career information taught, interviews conducted, and

students counselled on strengths and weaknesses.

An examination of the guidance program under the Air University reveals the following points.

1. A guide book was developed for the Professor of Air Science, outlining suggestive guidance procedures.

2. A testing program was put into operation. This was to be used as a screening device as well as a tool for classifying potential air officers in the best occupational field.

3. Career information was broadened in scope. Sophomores as well as seniors were given instruction.

4. In-Service training programs at the unit level as a means of training officer instructors in the art of guidance were begun.

5. By directive, a uniform organizational structure was made in each unit to carry on the guidance work.

6. The continuous dissemination of guidance information from headquarters to units in the field.

7. The realization by the Professor of Air Science that a strong remedial and preventative guidance program was necessary in each detachment.

## II. RECOMMENDATIONS AND CONCLUSIONS

Not every officer is qualified as a teacher. Most of the instructors who are in the Air Force ROTC program have been out of college a number of years; and they have had

little, if any, specialized teacher training. Extreme care should be taken in studying the experience, interest, and educational background of the selected officers. Their preassignment training should be intense and thorough with more emphasis placed on guidance procedure and counseling techniques.

Any officer who is in the Air Force ROTC program and has never had a course in guidance or counseling should by all means take a course or two in the school of education at the college or university where he is stationed. This not only will help him in dealing with the cadet in the AFROTC program, but will be very valuable to him when he returns to a base.

The rotation policy of the Air Force which makes a tour of duty for instructors and enlisted personnel a three year assignment works a definite hardship at the institutional level. The first year in the AFROTC program may be considered a training period. During the second year the instructor is just about to become productive in terms of potential ability. At the end of the third year, when the instructor has begun to make his greatest contribution, he is forced to go to a new assignment. Qualified personnel should not be forced to rotate in three years. The college, the students, and the Air Force all suffer from this frequent change.

The program of the Air Force should extend to the

high school level in its efforts to make the students aware of the Air Force ROTC training. Through better public relations, publicity could be introduced to prospective college students before high school graduation. Such a plan might be initiated by each Professor of Air Science contacting the high schools in his area and requesting permission to be present on their career day or college night.

Field trips should be arranged for all Air Force ROTC cadets during their sophomore year in college to visit the nearest Air Force installation. Past experience has shown that after a general orientation visit of the Air Force Base that groups of cadets can be separated to revisit those particular areas which have a career interest for them. In this manner the visit becomes an effective tie-in with career counseling.

Each Air Force ROTC unit should have an aircraft assigned to the detachment. This airplane would be used in giving the cadets individual orientation flights. This would accomplish a two-fold purpose. First, it is axiomatic that any Air Force Officer, rated or non-rated, must have appreciation and enthusiasm for aviation; thus, even though a cadet has no intention of applying for flying training, it is important that his interest and enthusiasm for aviation be nurtured from the beginning of his AFROTC program. The second purpose would be to excite necessary interest and enthusiasm in those cadets who are physically

and aptitudinally qualified for flying training.

Regardless of the care exercised in selecting Air Force ROTC cadets and providing them with an effective curriculum, there still remains the requirement for proper guidance. Cadets within the program must be infused with enthusiasm for the Air Force, for the operational aspects of the Air Force, and for the particular type of skill training for which they are best qualified. While such motivation and guidance is the primary responsibility of the Professor of Air Science and his staff, it is incumbent upon the entire Air Force to lend all assistance possible in this effort.

The Air Force ROTC is now the major officer procurement program of the Air Force, and the quality and type of future junior officers are dependent upon its excellence and effectiveness. How well the Air Force ROTC program selects, educates, and motivates its cadets now, will determine the effectiveness of the Air Force ten years hence; for the leaders of the Air Force tomorrow are on the college campuses today.



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A P P E N D I X

DETACHMENT REGULATION  
NUMBER 11-8

DEPARTMENT OF AIR SCIENCE  
AFROTC DETACHMENT # 455  
Montana State University  
Missoula, Montana  
13 September 1954

### ADMINISTRATIVE PRACTICES

#### Counseling and Guidance

1. Purpose. To assist cadets in the solution of their problems, achievement in their classes, and understanding of the USAF and the military way of life.

2. Scope. Class advisors will counsel cadets in any way possible in connection with their AFROTC training, in career and vocational guidance, and to a limited extent with personal problems. Counseling within AFROTC should be concerned primarily with efforts toward furthering the cadet's capabilities and value as a future officer of the USAF. It is not intended that counseling or guidance by AFROTC advisors will in any way replace or conflict with the activities of the University Counseling Center. The records and test data of the University Counseling Center should be utilized whenever indicated. Such use should be coordinated with University Counselors, and any cases of a complicated nature should be referred to them for action.

3. Cadet Advisors. A detachment officer will be specifically designated by the PAS each academic quarter to act as advisor for each of the four cadet classes.

4. Office Hours. Each class advisor will have his office hours conspicuously posted outside his office door. He will be available for cadet counseling and guidance a minimum of 10 hours weekly.

5. Procedures. Advisors of all classes (except freshmen) should interview each assigned cadet at least once during the academic quarter. This may be accomplished informally within the judgement of the advisor. Cadets should be periodically encouraged to report to their advisor for interviews on a voluntary basis. Only when the need is indicated should the advisor take the initiative in establishing a definite appointment for the interview with a cadet. Insofar as possible the following conditions should be observed in connection with all interviews:

- a. Strict privacy and confidence.
- b. A permissive atmosphere, at ease and comfortable.
- c. Refrain from censure, find the cause instead.
- d. Help the cadet to solve his own problems.
- e. Don't solve his problems for him.
- f. Don't advise; analyze and clarify.

- g. Don't tell him; help him to see for himself.
- h. Don't do the talking, except to establish rapport.
- i. Ask questions that put words in his mouth.
- j. Lead him into stating the answers himself.

6. Records. A file card record will be maintained (as a minimum) by the advisor on each cadet. Remarks and data should be accumulated thereon for the benefit of future advisors. Remarks should be factual in nature. Impressions or opinions should be supported by factual remarks as a basis. Remarks should be transcribed quarterly on to permanent records in the personnel section.

1 Incl  
Advisor's Card

*C.V. McCauley*

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Professor of Air Science